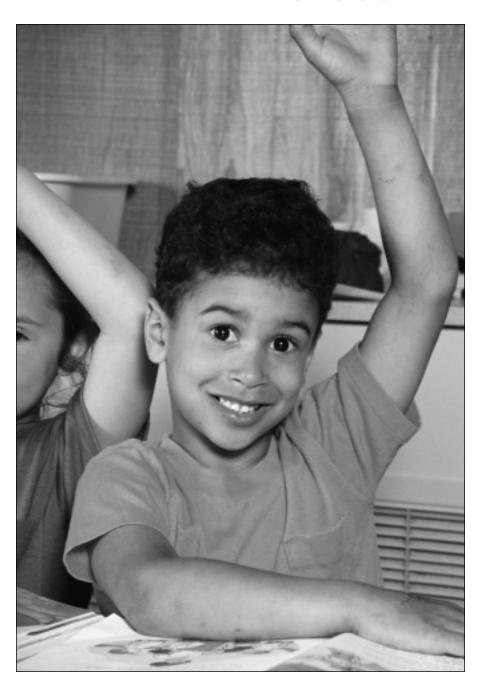


GLOSSARY



accommodations: Modifications made in teaching or testing to provide an equal opportunity for a student who may be operating at a disadvantage

articulation: The smooth transition from one level of proficiency to the next along the continuum of language learning

authentic assessment: Assessment tasks that evoke demonstration of knowledge and skills in ways that they are applied in the "real world"

cognate: Words that are recognizable in one language from another

continuum: The ongoing process of developing proficiency in the target language

culturally authentic materials: Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language

ESL: English as a Second Language

formative assessment: Ongoing evaluation of a student's progress during a learning activity

holistic rating/scoring: A scoring procedure yielding a single score based upon a set of predetermined criteria. The approach generally puts the emphasis on what is done well and not on deficiencies.

integrated curriculum: Refers to tasks that utilize students' abilities to apply concepts, principles, and processes from two or more subject disciplines to a central question, theme, issue, or problem

interdisciplinary: A curricular approach that applies knowledge from more than one discipline to examine a problem or topic

interdisciplinary connections: Section of learning scenarios that refer to other New Jersey core curriculum content standards and cumulative progress indicator

learning styles: Individual student cognitive, affective, and physiological behaviors that serve to indicate how the student learns

LEP (Limited English Proficient): Refers to students who are nonnative English speakers and are limited in their listening, speaking, reading, and writing abilities

multiple entry points: The grade levels at which students are given the opportunity to begin the study of a world language or add the study of another world language

multiple intelligences: A theory that individuals can learn in multiple ways and may demonstrate a strength in one or more learning modalities

portfolio: A purposeful, varied collection of evidence pertaining to student learning over time; contains documentation of a range of student knowledge and skills with appropriate self-selection and self-evaluation

proficiency: Degree of communicative ability in all forms of language and cultural interaction



rubric: A scoring guide consisting of a set of general criteria used to evaluate a student's performance in a given outcome area. Rubrics consist of a fixed measurement scale, a list of criteria that describe the characteristics of products or performances for each score point, and sample responses that illustrate the various score points on the scale

second language acquisition: The process of internalizing the second language as opposed to simply memorizing the vocabulary and structure of the language, similar to the way children develop ability in their native language

summative assessment: Evaluation of the end product of a student's learning activity

target culture: The culture (history, literature, arts, foods, politics, media, and social viewpoints) of the people who speak the language

target language: The language being learned

TPR (Total Physical Response): A method of world language instruction in which students learn a world language by listening and physically responding (gestures and movements) to oral commands in the target language

webbing: A strategy for developing and organizing ideas. The major topic is usually centered, with lines drawn to details, subtopics, etc.

workplace readiness: Section of the learning scenarios that cross-reference the New Jersey Core Curriculum Content Standards for career preparation